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ABSTRACT

This document contains the Illinois state-verified task lists for the occupation of homemaker. The first section contains the homemaker duties and tasks. Duties correspond to course content in foods and nutrition, clothing and textiles, child development, resource management, parenting, living environments, and adult living. The second section lists the employability skills that should be acquired by homemakers through home economics courses in homemaking. Skills are listed under the following duties: identifying employment opportunities, applying employment-seeking skills, interpreting employment capabilities, demonstrating appropriate work behavior, maintaining a safe and healthy environment, maintaining a business-like image, maintaining working relationships, communicating on the job, adapting to change, understanding how a business works, and performing mathematical skills. (KC)

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Education For Technology Employment

Illinois State Board of Education

Adult Vocational and Technical Education

HOME ECONOMICS OCCUPATIONS

OCCUPATION OF HOMEMAKING

Homemaker
*Employability Skills

U.S. DEPARTMENT OF EDUCATION
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*Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list.

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NOTE:
The duties and tasks found in this task list form the basics of instructional content for the secondary program. Orientation level instruction, usually offered in grades 9, 10, and 11, is a vital component of all vocational education programs and provides a strong foundation and vehicle for transitioning into occupational training programs.

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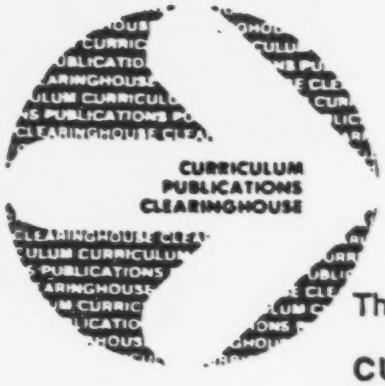

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Illinois - Homemakers Task List

INTRODUCTION

The content of Illinois' Homemaker task list, which is taught in the Occupation of Homemaking program, is based on requirements of Title III, Part B, Section 312-B-1 of the Carl D. Perkins Vocational Education Act.

The Purpose of the Occupation of Homemaking program is to prepare males and females for successfully assuming the multiple roles of wage earner and homemaker. At the secondary level, the skill content of the program is taught in the semester courses Parenting, Adult Living, Living Environments and Resource Management. The content of the Resource Management meets the state requirements for Consumer Education according to Section 27-12.1 of the School Code of Illinois. The content of the Resource Management course may be integrated into the other three skill level courses. Orientation level courses include Orientation to Home Economics, Foods and Nutrition, Clothing and Textiles and Child Development.

The state verified task list need not be submitted to the same regional verification process used for the wage earning task lists. The Homemaker task list was developed to meet identified needs of homemakers, as specified in federal legislation. Therefore, the basic content should not be modified or changed. Instructors in the regional system should review the task lists and compare it to current or proposed curriculum to ensure compatability. An existing or ad hoc home economics advisory committee can be used to assist with the review process.

For ease in using, the attached materials have been grouped by course content. The first three areas are generally taught at the orientation level and consist of three distinct areas:

I. Foods and Nutrition
II. Clothing and Textiles
III. Child Development

In addition to these three distinct courses, another course, Orientation to Home Economics, may be offered which introduces students to skills needed in all home economics occupations. This exploratory course may be taught at the junior or senior high school level as a one or two semester course.

The remaining four areas make up the skill training portion of the tasks listed and are grouped as follows:

IV. Resource Management
V. Parenting
VI. Living Environments
VII. Adult Living

Additional information, including course descriptions, can be found in the Illinois Vocational Home Economics Curriculum Guide. This publication is available for loan from the Illinois Vocational Curriculum Center, Sangamon State University, Springfield, Illinois, or can be purchased from the Curriculum Publications Clearinghouse, Western Illinois University, MaComb, Illinois.

I FOODS AND NUTRITION

DUTY A: Promoting Food Service and Preparation Management, Using the Decision-Making Process

TASKS:
1 Obtain food from available resources
2 Select, purchase, organize and use food references to reflect the management process
3 Plan, purchase and prepare food to reflect nutritional value, cost effectiveness, aesthetics, ecology and time management
4 Obtain maximum results in food preparation by using principles of food service
5 Accommodate family needs and life styles by choosing preparation techniques, table service, appointments and storage plan
6 Evaluate goals and decision-making skills as they relate to culinary management

DUTY B: Meeting Basic Needs by Applying Nutrition Concepts

TASKS:
1 Compute basic nutrient needs for human health in various stages of the family life cycle
2 Prepare and use a plan to meet nutritional needs of family members
3 Select and use reliable sources of nutrition and related consumer information to supplement knowledge
4 Evaluate nutrition and related consumer information

DUTY C: Meeting Health and Safety Needs in Planning, Preparing and Serving Food

TASKS:
1 Identify potential sources of kitchen accidents
2 Practice use of and care for electrical and non-electrical equipment
3 Arrange kitchen for efficiency, safety and cleanliness
4 Provide for preventative health needs and practices
5 Provide for treatment of health, accident and sanitation problems
6 Analyze reasons for personal hygiene and sanitation in the home
7 Prepare and store food in the home to preserve its safety and consumability
8 Apply safety guidelines for preventing accidents in the food preparation/serving area

DUTY D: Maximizing Resources When Planning/Preparing/Serving Food

TASKS:
1 Serve and preserve food using available resources
2 Compute and compare costs in terms of time, money, natural resources, quality and satisfactionwhen using convenience foods

3 Conserve human and non-human resources in food preparation and clean-up
4 Select and care for equipment to maximize efficient use of time, energy, safety and to obtain desired results

DUTY E: Promote Hospitality in Food Practices

TASKS:
1 Demonstrate table etiquette relevant to today's life styles
2 Identify major influences regarding eating patterns
3 Identify the relationships between manners and group acceptance
4 Compare appropriate behavior in various social situations
5 Involve family members in meal planning, preparation, service and clean-up

DUTY F: Analyzing Individual and Family Nutritional Needs in Relation to Change

TASKS:
1 Identify technological changes in the food industry
2 Identify career opportunities available in food service
3 Analyze the relationship between career mobility and food habits
4 Modify food choices and habits applicable to the different stages of life cycles
5 Analyze the transfer of skills from the home to the workplace
6 Identify changing trends in foods and nutrition

II CLOTHING AND TEXTILES

DUTY A: Selecting Clothing and Textile Products Using Goal-Making Skills

TASKS:
1 Analyze existing wardrobe and textile products
2 Identify clothing and textile products wants and needs
3 Identify available personal/physical resources
4 Determine clothing and textile products to be acqui
5 Select c hing and textile products
6 Evaluate the worth of clothing and textile products acquired

DUTY B: Meeting Social, Physical, Psychological and Economic Needs in Evaluating, Selecting and Caring for Clothing and Textiles

TASKS:
1 Identify social and psychological meaning of clothing and textiles
2 Identify local sources of clothing and textiles
3 Identify and use labeling information
4 Select accessories that enhance wardrobe
5 Provide storage for clothing and other textiles
6 Select appropriate cleaning method for clothing and textiles
7 Evaluate clothing and textile purchases

DUTY C: Appraising Clothing/Textile Products Which Contribute to Health, Safety and Comfort

TASKS:
1 Identify clothing and textile properties
2 Identify safety standards in clothing and textile products
3 Select clothing and textiles with properties for specific use and comfort
4 Evaluate selected clothing and textile products

DUTY D: Maximizing Resources in Selecting, Constructing, Altering, Repairing and Remodeling Clothing/Textile Products

TASKS:
1 Identify clothing/textile problem
2 Select appropriate supplies for task
3 Operate and maintain equipment
4 Select pattern and fabric using established guidelines
5 Perform construction techniques to produce desired products
6 Perform simple clothing and textiles repairs/ alterations
7 Evaluate selection, construction or alteration as to general appearance and use of available resources

DUTY E: Communicating Intended Clothing Image to Others

TASKS:
1 Identify how clothing can influence self/others
2 Distinguish difference between fad and trend
3 Choose clothing/textiles to create desired image
4 Evaluate clothing/textiles products as to desired message conveyed

DUTY F: Appraising Decisions Necessary for Clothing and Textile Needs

TASKS:
1 Identify clothing/textile fashion trends
2 Evaluate changing family/individual activities, wants and needs which impact on choices
3 Identify various clothing/textile products required for careers
4 Adapt clothing/textile styles and items to meet changing needs
5 Evaluate clothing/textile skills transferable to the workplace
6 Identify the impact of new technology on clothing/textile production
7 Identify application of new technology to clothing/textile production

III CHILD DEVELOPMENT

DUTY A: Managing and Organizing Child Development by Applying Decision and Goal-Setting Skills

TASKS:
1 Identify factors to consider in raising children
2 Identify characteristics necessary for caring for children
3 Identify alternatives available for child care
4 Compare alternative decisions concerning children

DUTY B: Promoting Child Development by Applying Physical, Social, Intellectual and Emotional Principles

TASKS:
1 Identify health practices and factors for children
2 Identify major developmental characteristics of children
3 Identify the sequential steps of development
4 Select equipment, materials and experiences which foster development
5 Respond to and interact with children in ways that are supportive and encourage development
6 Promote responsibility in children
7 Set standards and guidelines which promote decision-making
8 Apply effective discipline
9 Evaluate the development and progress of children
10 Select clothing to meed basic needs of children
11 Identify resources to meet the needs of handicapped children

DUTY C: Practicing Health and Safety Standards for Children

TASKS:
1 Identify health/safety care practices
2 Identify ways to "childproof" a home
3 Determine health/safety standards for children

4 Set limits and expectations according to a child's age and capabilities
5 Evaluate health/safety standards for children
6 Select appropriate prenatal and postnatal care
7 Determine nutritional requirements of children
8 Identify methods or strategies to prevent child abuse

DUTY D: Providing Experiences Which Encourage Children to Maximize Resources

TASKS:
1 Identify conservation principles to children
2 Identify use and misuse of resources
3 Determine how available resources affect wants and needs
4 Provide experiences for children to apply conservation principles
5 Evaluate decisions which maximize resources for children

DUTY E: Encourage Human Relations Skills in Children

TASKS:
1 Identify emotional, social influences of a child upon each household member
2 Identify effective ways to communicate with children
3 Teach children to respect and understand needs, wants and emotions of others
4 Model acceptable social and emotional behavior
5 Evaluate children's social and emotional relationships with others

DUTY F: Evaluating Family and Career Changes in Relation to Impact on Children

TASKS:
1 Identify crises and changes which affect family members
2 Identify ways of easing the transition of family and career changes
3 Identify child development skills that are transferable to the workplace
4 Determine and select alternative methods for meeting the needs of children
5 Analyze the effects of planned and unplanned changes on children
6 Identify child care skills needed for careers in caring for children

IV RESOURCE MANAGEMENT

DUTY A: Utilizing Resources and Consumer Information by Applying Goal-Setting and Decision-Making Skills

TASKS:
1 Identify personal values, goals and standards
2 Develop a plan to obtain consumer choices
3 Do comparative shopping
4 Evaluate degree of satisfaction met through consumer choices
5 Identify the process for recording/reporting state/federal tax information

DUTY B: Evaluating Use of Resources to Meet Social, Physical and Psychological Needs

TASKS:
1 Establish priorities of needs and wants in relation to individual and family values, goals and resources available
2 Prioritize expenditure possibilities
3 Evaluate personal and family consumer choices
4 Select resources to meet basic needs
5 Evaluate the value of consumer choices in meeting basic needs
6 Determine financial security needs and methods for meeting those needs

DUTY C: Maintaining Health Standards by Applying Safety Information

TASKS:
1 Identify product safety information
2 Set health standards
3 Follow practices that reduce illnesses and accidents
4 Evaluate health and safety information presented to consumers

DUTY D: Applying Consumer Rights and Responsibilities in the Marketplace

TASKS:
1 Identify consumer rights and responsibilities
2 Identify consumer laws, agencies and their services
3 Identify fraudulent and deceptive selling practices
4 Identify sources of consumer information about products and services
5 Determine use of consumer rights and responsibilities
6 Identify the components of the mixed free enterprise system
7 Analyze the interactive role of consumers with agriculture, business, labor unions and government

DUTY E: Accomplishing Mutual Goals by Utilizing Human Resources

TASKS:
1 Identify human resources available to family/ individuals
2 Identify how one human resource can be used in place of another
3 Communicate mutual goals
4 Evaluate goal accomplishment as to the impact on human interaction
5 Plan and evaluate use of time when working with others
6 Use technology to maximize human resources

DUTY F: Analyzing Resource/Consumer Management Skills Necessary for Present and Future Decisions

TASKS:
1 Identify needs and resources that change throughout the life cycle
2 Evaluate costs and rewards of different employment patterns
3 Adapt priorities to changing situations and various stages of the life cycle
4 Identify resource management and consumer education skills that are transferable from the home to the workplace

V PARENTING

DUTY A: Managing and Organizing Parenting by Applying Decision and Goal-Setting Skills

TASKS:
1 Identify factors to consider in having children
2 Identify factors to consider in raising children
3 Identify characteristics necessary for parenting
4 Compare alternative decisions concerning becoming a parent
5 Identify decisions in preparation for parenthood
6 Compare family planning alternatives

DUTY B: Applying the Basic Principles of the Parenting Process

TASKS:
1 Identify major developmental characteristics of children and adolescents
2 Select equipment, materials and experiences which foster development and independence
3 Respond to and interact with children in ways that are supportive and encourage development and independence
4 Promote responsibility in children and adolescents
5 Set standards and guidelines which promote decision-making
6 Apply effective discipline with children and adolescents
7 Evaluate the development and progress of children and adolescents

8 Identify prenatal and postnatal needs of mother and child as it relates to future growth and development

DUTY C: Practicing Health and Safety Standards As Related to Parenting

TASKS:
1 Identify health/safety care practices
2 Promote health/safety standards for children/adolescents
3 Identify supportive community and social services agencies
4 Select appropriate prenatal care
5 Identify childbirth options
6 Manage environment so as to promote health and safety for children/adolescents

DUTY D: Providing Experiences Which Encourage Parents and Children to Maximize Resources

TASKS:
1 Promote appropriate use of resources with children/adolescents
2 Determine how available resources affect wants and needs
3 Evaluate decisions which maximize resources for children/adolescents
4 Assist children/adolescents in identifying an individual's resources
5 Identify agencies available for child care

DUTY E: Encouraging Human Relations Skills in Children/Adolescents

TASKS:
1 Identify emotional, social influences of interaction with family members and others
2 Promote effective communication skills
3 Encourage respect and understanding of the needs and wants of family members and others

DUTY F: Evaluating Impact on Parenting of Family and Career Changes

TASKS:
1 Identify crises and changes which affect family members
2 Identify ways of easing the transition of family and career changes
3 Identify parenting skills that are transferable to the marketplace
4 Identify how changes in technology may affect the family
5 Determine and select supportive services for parenting
6 Analyze the effects of planned and unplanned change on parenting

7 Foster the acceptance and promotion of growth toward child's independence as it relates to change and stress in the family unit
8 Identify appropriate methods of dealing with stress so as to prevent child abuse
9 Identify decision-making, transition and coping skills needed to function effectively as a parent during the changes occuring at various life stages

VI LIVING ENVIRONMENTS

DUTY A: Locating and Managing Housing Using Goal-Setting and Decision-Making Skills

TASKS:
1 Identify factors important in obtaining and managing housing
2 Determine type of housing/management schedule best suited to individual/family
3 Acquire housing
4 Manage household activities
5 Evaluate results of housing/management schedule choices

DUTY B: Evaluating Living Space to Meet Basic Needs

TASKS:
1 Identify personal space and activity needs in selecting or planning a home
2 Identify services of community agencies that assist with housing needs and concerns
3 Organize/create living spaces to maximize use of space and appearance
4 Evaluate results of created living spaces on satisfying basic needs

DUTY C: Creating and Maintaining Living Environments, Ensuring Health and Safety

TASKS:
1 Identify non-safe/potentially hazardous areas in the living environment
2 Eliminate safety hazards
3 Arrange/change furnishings to create a safe and healthy living environment
4 Evaluate measures taken to ensure health and safety

DUTY D: Selecting Appropriate Resources in Creating Living Environments

TASKS:
1 Identify community agencies that provide conservation information
2 Make or have made home improvements that will conserve energy

3 Use utilities and household maintenance techniques conservatively
4 Read, interpret and use energy information on labels
5 Appraise effects of maximizing resources within the living environment
6 Identify the impact of technology that will maximize use of appropriate resources in creating the living environment

DUTY E: Determining the Impact of the Individual and/or Group on Living Environment

TASKS: 1 Identify a variety of living environments
2 Identify types of individual/group caused pollution
3 Identify causes of pollution in environments
4 Work to enhance environment
5 Identify and compare effects of individual/group efforts to enhance environment

DUTY F: Applying Housing and Home Management Choices Relating to Changing Family/Individual and Career Patterns

TASKS: 1 Identify possible family and career changes that impact on the family
2 Make housing decisions based on housing needs that may arise at different stages of the family life cycle
3 Prioritize home furnishings needs/wants and acquire furnishings accordingly
4 Evaluate effectiveness of housing/home furnishings decisions
5 Identify housing and home furnishings skills that are transferable from the home to the workplace

VII ADULT LIVING

DUTY A: Developing Short and Long-Range Plans, Demonstrating Goal-Setting and Decision-Making Skills

TASKS: 1 Identify managing and organizing factors that contribute to individual growth and development
2 Identify personal strengths and weaknesses
3 Develop a plan to obtain desired life style
4 Build positive relationships with others
5 Evaluate degree of personal responsibility accepted for individual growth and development

DUTY B: Evaluating and Adapting Basic Needs to Assume Roles and Responsibilities

TASKS: 1 Identify basic human needs
2 Describe role, responsibility and expectations of life cycle

3 Analyze the impact of individual needs on the family
4 Plan to improve self-fulfillment

DUTY C: Recognizing and Following Health Practices that Assist in Coping

TASKS:
1 Identify and use community resources to help in family/individual crises
2 Prepare individuals and families to cope with pressures and crises
3 Maintain physical health and appearance
4 Use practices that reduce personal stress in individual
5 Evaluate the worth of health and safety services
Prepare individuals and families to cope with the impact of new technology

DUTY D: Selecting and Using Resources to Enhance Individual Growth and Development

TASKS:
1 Identify community resources available to help individuals and families during all life stages
2 Use available resources to achieve personal goals
3 Analyze community resources available to individuals and families

DUTY E: Developing Effective Relationships to Promote Communication with Others

TASKS:
1 Identify listening and feedback skills needed for communication
2 Use negotiation, compromise, accommodation and concession when needed
3 Evaluate interaction skills for positive relationships with others

DUTY F: Evaluating Family and Career Changes As to the Impact on Individuals

TASKS:
1 Identify career changes that may cause conflict within the family
2 Select coping skills that a family/individual may use to reduce stress
3 Identify human relations skills that can transfer to the workplace
4 Communicate clearly about role expectations
5 Analyze impact of change over time on family/individual stability and career satisfaction

Employability Skills

EMPLOYABILITY SKILLS

DUTY A: Identifying Employment Opportunities

SKILLS:
1 Identify requirements for job
2 Investigate educational opportunities
3 Investigate occupational opportunities
4 Locate resources for finding employment
5 Confer with prospective employers
6 Identify job trends

DUTY B: Applying Employment Seeking Skills

SKILLS:
1 Locate job openings
2 Document skills and abilities (resume)
3 Prepare for interview
4 Participate in interview
5 Complete required tests
6 Complete required forms
7 Write application letter
8 Write follow-up letter
9 Write acceptance letter
10 Evaluate job offer
11 Evaluate job rejection

DUTY C: Interpreting Employment Capabilities

SKILLS:
1 Match interest to job area
2 Match aptitudes to job area
3 Verify abilities
4 Identify immediate work goal
5 Develop career plan

DUTY D: Demonstrating Appropriate Work Behavior

SKILLS:
1 Exhibit dependability
2 Demonstrate punctuality
3 Follow rules and regulations
4 Recognize the consequences of dishonesty
5 Complete assignments in accurate and timely manner
6 Control emotions
7 Assume responsibility for own decisions and actions
8 Exhibit pride and loyalty
9 Exhibit ability to handle pressures and tensions
10 Demonstrate ability to set priorities
11 Demonstrate problem-solving skills

DUTY E: Maintaining Safe and Healthy Environment

SKILLS:
1 Comply with safety and health rules
2 Select correct tools and equipment
3 Utilize equipment correctly
4 Use appropriate action during emergencies
5 Maintain clean and orderly work area
6 Demonstrate personal hygiene and cleanliness

DUTY F: Maintaining Business-Like Image

SKILLS:
1 Paticipate in company or agency orientation
2 Demonstrate knowledge of company or agency products and services
3 Exhibit positive behavior
4 Read current job-related publications
5 Support and promote employer's company image and purpose
6 Maintain appearance to comply with company standards

DUTY G: Maintaining Working Relationships with Others

SKILLS:
1 Work productively with others
2 Show empathy, respect and support for others
3 Demonstrate procedures and assist others when necessary
4 Recognize, analyze and solve or refer problems
5 Minimize occurence of problems
6 Channel emotional reaction constructively

DUTY H: Communicating on the Job

SKILLS:
1 Read and comprehend written communications and information
2 Use correct grammar
3 Speak effectively with others
4 Use job-related terminology
5 Listen attentively
6 Write legibly
7 Use telephone etiquette
8 Follow written and oral directions
9 Ask questions
10 Locate information in order to accomplish task
11 Prepare written communication
12 Utilize keyboarding skills
13 Utilize computer skills

DUTY I: Adapting to Change

SKILLS:
1 Recognize need to change
2 Demonstrate willingness to learn

3 Demonstrate flexibility
4 Participate in continuing education
5 Seek worth challenges
6 Adjust career goals/plan as needed

DUTY J: Understanding How a Business Works

SKILLS:
1 Recognize the role of business in the enterprise system
2 Identify general responsibilities of employees
3 Identify general responsibilities of management/ employers
4 Investigate opportunities and options for business ownership
5 Identify planning processes needed to open a business
6 Participate in meetings

DUTY K: Performing Mathematical Skills

SKILLS:
1 Apply mathematics for problem solving
2 Add and subtract whole numbrs, decimals and fractions
3 Multiply and divide whole numbers, decimals and fractions
4 Convert numbers between forms expressed as fractions, decimals and percents
5 Convert between standard American units of measure
6 Convert between standard American units and metric units

Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list.